DOCUMENT RESUME

ED 323 507 CS 010 219

AUTHOR Orr, Patricia B.
TITLE Improving Critical Reading Skills by Use of Multiple Methods/Materials Individualized Instruction.
PUB DATE Jun 89
NOTE 47p.; Educational Specialist Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Autoinstructional Aids; *Critical Reading; Grade 7; *Independent Reading; *Individual Instruction; Intermediate Grades; Junior High Schools; Middle Schools; Reading Attitudes; *Reading Instruction; Reading Programs; Teaching Methods; *Whole Language Approach
IDENTIFIERS Reading Management

ABSTRACT

This practicum report describes an individualized multiple methods/materials approach to the teaching of reading to improve the critical reading skills of seventh grade students in a middle school in Georgia. The core of the program was the use of novels selected with the particular interests of adolescents in mind. Sixty-four students in the developmental and accelerated reading classes participated in the 10-week program, which allowed for self-selection of books, self-pacing in reading rate, and uninterrupted time to read. A management system was formulated to allow for independent work by the students. Student/teacher conferences were built into the program. Critical reading skills were taught by a variety of methods and materials, including teacher instruction, worksheets geared to the individual books, and independent practice using reading kits and other individualized practice material. Pre- and posttests of critical reading skills, while showing higher scores for 70% of the students, did not show the gains projected at the start of the program. However, student reaction to the program was excellent: greater enthusiasm for reading was immediate and sustained; student self-management worked well; and creative book projects were devised and well received. (Twenty-three references are attached, and three appendixes contain a list of selected novels, information on the management system, and a dissemination packet.) (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

JUN 3 - 1989

ED323507

IMPROVING CRITICAL READING SKILLS BY USE OF MULTIPLE METHODS/MATERIALS INDIVIDUALIZED INSTRUCTION

by

PATRICIA B. ORR

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a national database system for reference.

CS010219

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Patricia B. Orr
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

June/1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Table of Contents

Page

Title Page..... i

Authorship Statement..... ii

Abstract..... iii

Observer's Verification..... iv

Chapters

I. Purpose..... 1

II. Research & Solution Strategy..... 8

III. Method..... 19

IV. Results..... 22

V. Recommendations..... 25

Reference List..... 26

Appendices

Appendix A: List of Selected Novels..... 28

Appendix B:1 Step by Step Guide..... 29

Appendix B:2 Activity Reading Guide..... 30

Appendix B:3 Cumulative Reading Sheet..... 31

Dissemination Packet..... 32

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed: Patricia B. Orr

Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title Improving Critical Reading Skills by Use of Multiple Methods/Materials Individualized Instruction

Student's Name Patricia B. Orr

Program Site Washington Middle School Date 6-26-89

Observer's Name Annie H. Flowers, Jamie H. Flowers
(please print---------and sign)

Observer's position Principal Phone # (912) 377-2106

Observer's comment on impact of the project (handwritten): Mrs. Orr's Practicum served many purposes for reading program at Washington Middle School. It met one of the critical areas of our curriculum by improving the reading skills in her seventh grade classes. The methods will be used in all seventh and eight grade reading classes for the 1989-90 school year.

CHAPTER I

Purpose

The purpose of this practicum was to improve the critical reading skills of seventh grade students through the implementation of an individualized multiple methods/ materials approach to the teaching of reading. By using this approach which emphasized critical reading skills, students increased in reading skills related to critical reading and also increased their motivation for reading literature.

The author is a seventh grade reading teacher with 85 students. The students are divided into four groups. One group consists of 30 superior readers who read from one to three grade levels above seventh grade. The next group has 33 students reading on grade level. One class of corrective readers contains 14 students who are reading at least one grade level below their present placement. The fourth group included remedial students who have been diagnosed as severely disabled in reading. Eight students comprise this group.

The setting for this practicum was a middle school in southwest Georgia. The school which services

approximately three-fourths of the county is located in the city limits. Two other small schools in the county contain one class of seventh and eighth graders. The population of the county is 19,485 and the city's population is 8,777. The ethnic make-up of the county in 1980 was 69.3 percent white, 31.7 percent black. The school population consists of 56 percent white and 44 percent black in grades five through eight (Southern Association of Colleges and Schools, 1987). Currently the school has 969 students enrolled.

The seventh and eighth grade classes are divided into four teams with approximately 115 students per team. Each team has a reading, mathematics, science and English teacher. Geography is taught by all teachers. Chapter I teachers aid the mathematics and reading teachers with their remedial students.

In today's educational programs more and more states are relying on tests of minimal competency for a particular grade level and tests of basic skills needed to function at the next grade level. The state of Kentucky's Board of Education has published a list of 16 reading skills to be mastered by seventh grade students (Essential Skills Reading, 1984). Texas educators have also formulated such a list of reading skills. This list consists of 10 reading skills necessary for seventh grade students

to be adept in using (Reading Objectives and Measurement, 1986). In Georgia a criterion referenced test is given to eighth grade students each spring. This test consists of eleven objectives (Georgia Criterion Referenced Test, 1986). A criterion referenced test is defined as one that assesses a student's performance on certain tasks but the results are not compared to the general population (Lapp and Flood, 1983). The Georgia Criterion Referenced Test consists of the student mastering knowledge of the following objectives:

1. Facts and opinions
2. Explicitly stated main ideas, details, sequence of events, and cause and effect
3. Interprets instruction
4. Implicitly stated main ideas, details, sequence of events, and cause and effect
5. Word meanings and patterns of language
6. Figurative language
7. Propaganda techniques
8. Reference sources
9. Generalizations and conclusions
10. Predictions and comparisons
11. Relevance of data

(Georgia Criterion Referenced Test. 1988)

In reviewing the test results from the years 1987 and 1988 the author ascertained that eighth grade students were weak on five out of eleven objectives. The author administered a survey test to the present seventh grade students who will be required to preform on the criterion referenced test next year. This test consisted of questions which were related to the objectives of the

criterion referenced test. On this test 51 percent of the students failed to meet the objectives while another 23 percent met only 70 percent of the objectives. Unless there was some intervention, it could be expected that the test results for these students would be in relation to students' scores for the past years.

On further analysis of those objectives that were not being achieved, the author noted that those related to critical reading skills were in the majority. Critical reading is related to those skills used to "evaluate the accuracy or truthfulness of reading material" (Miller, 1982). Some of the other skills are comparing materials and recognizing propaganda. In our society it is evident that good critical reading skills are needed to survive in a democracy (Miller, 1982). If students are to become superior thinkers, they must have the opportunity to think, interpret, and evaluate. These skills require continuity of thought and must be developed (Boyles, 1988). Students need more than a literal interpretation of the reading material. As has been said by teachers, students need to "read the lines, read between the lines and beyond the lines" (Manning, 1979).

Students have trouble reading beyond the printed word because of today's computer and technologically

oriented society. Tanner (1987) stated that society creates students who suffer from "commodity consciousness and contextual confusion". Students find that they do not know what to do with books because of the influence of television. Tanner defined "commodity consciousness" as the need for learning to be a "fast fix". Students want to open a book and receive the answers as easily as watching a television program. Wanting to approach a book as they would a television set was defined as "contextual confusion". Until they learn to activate the internal eye, their critical, evaluative, and interpretive skills will be lacking (Tanner, 1987).

This practicum tried to discern an approach to help solve the problems leading to failure of the students to meet the objectives relating to critical reading skills. The author developed and implemented a program that enabled the seventh grade students to use critical reading skills. The end result will be that the seventh grade students will be able to achieve more of the objectives on the criterion referenced test when they take the test in eighth grade.

The author's seventh grade students were surveyed by a pretest. The pretest contained questions which were oriented to critical reading skills. On this pretest only 26 percent of the students achieved scores

of 70 percent. This score indicated minimum knowledge of critical reading skills. Of the remaining students 51 percent demonstrated inadequate knowledge of critical reading skills and only 23 percent of the students scored 80 percent indicating adequate knowledge of critical reading skills. There existed a discrepancy of 74 percent of the students with inadequate critical reading skills.

The problem was that the existing program in reading instruction was not meeting the needs of the seventh grade students in developing critical reading skills. The emphasis of a reading program developed by the author was upon those skills. It was the goal of the author to meet the following objectives:

1. By May 22, 1989, after ten weeks of implementation of a reading program geared to teaching critical reading skills, a minimum of 75 percent of the students would demonstrate a score of 70 percent or better on a post test of critical reading skills. This would be an increase of 26 percent.

2. By May 22, 1989, after ten weeks of implementation of the reading program geared to the teaching of critical reading skills a minimum of 50 percent of the students would achieve a score of 80 percent. This would be an increase of 24 percent.

3. By May 22, 1989, after a ten week implementation of the program emphasizing the teaching of critical reading skills to the students

100 percent of the students would have experienced using critical reading skills.

The end result of the implementation of the reading program would be that the students would gain knowledge that would help them score higher on the criterion referenced test in the future and also acquire skills that would help the students move to higher level thinking skills, to allow the students to view reading from different prospectives, and to give them time and space to think (Boyles, 1987).

CHAPTER II

Research and Solution Strategy

Having established the seventh and eighth grade students' lack of critical reading skills, the author began to search for the causes of the students' unpreparedness in this area. This middle school consists of fifth and sixth grade students as well as seventh and eighth grade students. The author investigated the current reading program used by all reading teachers in the school. It was discovered that the reading program consisted of the use of a basal reading program at all grade levels. The suggested levels were adhered to completely. No student was allowed to read above his current grade level regardless of his reading level. Students were placed at the beginning of the year exactly where they stopped the year before. This resulted in many students reading below grade level. The workbooks, skillsheets, testing, and management system of the basal program were not changed in any way. Very little supplementary material was used. In essence the basal reader teachers' guide was the ultimate authority. This reading program has been in use for the past three years.

A basal reading program usually includes a teachers' manual and a student text. It contains a controlled vocabulary and contains skills, usually in the form of a workbook, sequenced to the students' ability as determined by the writers of that particular series (Lapp and Flood).

Yarington as quoted by Lapp and Flood (1983) stated that basal readers are "used in 95 percent of the schools in the United States as the major component of the reading program." In recent years basal reading series have received much criticism. One criticism is that the vocabulary and sentence patterns are not those spoken by real children (Lapp and Flood,1983). It has been further suggested that there are other misconceptions about the teaching of vocabulary which has been perpetuated by basal readers. Those misconceptions are that 1) one word is as easily learned as another 2) learning to pronounce a word is the total object of vocabulary instruction 3) there is one correct meaning to a word 4) teaching a word once is enough 5) a word only needs to be mentioned to be learned (Sorenson, 1986).

Another misconception of basal reading series is that the stories in the students' text are not interesting to students. Durkin as quoted by Miller (1978-79) said that the authors sometimes change the sentences to

simpler ones to make them fit a readability formula. Because of the tendency of basal series writer to conform to a decoding-spelling formula, the use of sight words is repetitive according to Bettelheim and Zelan as quoted by Miller (1986). This leaves the stories devoid of interest. Basal series writers avoid subjects dealing with controversial topics. All of this combines to make basal readers dull safe reading material.

The authors of basals build their skill programs around the use of a workbook. Teachers who criticize the workbook say that the use of that material tends to give children an association between dittos and reading (Turner, 1988). Sometimes students are assigned to do workbook pages on skills that have been mastered (Lapp and Flood, 1983). Teachers also criticize workbooks because the overuse of them could create a "workbook mentality". Overuse conditions the students to try to just find the right answer rather than seeking for higher level thinking skills. Use of workbooks tends to stress literal skills and neglects the higher level comprehension skills of inference. Students are not encouraged to write; rather, circling or making an X are the normal directions (Turner, 1988). Goodman (1987) said that research has shown that because the writers of basals use "less natural language",

the workbooks are actually more difficult to read than the stories in the readers.

A major component of the basal reading program is the teacher's manual. The manual has come under criticism because many teachers seem to consider the manual as the ultimate guide for teaching reading (Lapp and Flood, 1983). Some teacher's manuals even have the words that teachers are to use to explain a concept. Because this guide is considered to be the last word, the program may not be adjusted by the teacher to meet individual needs. The instruction may become stilted with little creativity (Lapp and Flood,1983). Some teachers suggest that the writers of teacher's manuals "treat us like idiots or robots, at best" (Goodman, 1987). Teacher's manuals have failed in respect to suggestions of activities that would be meaningful in teacher/student interaction (Cassidy, 1987).

The last component of basal reading series to be considered in this paper is the mastery tests usually provided with the series. Criticism of these tests suggests that students who do not read well can easily pass the tests (Turner, 1987). Teachers may even mistrust their own judgement and trust the tests more. If a score on the tests show that the student is not reading well the teachers may trust the tests even though they

know that the student does read well. Required testing may take time from "actual reading and real reading development" and students abilities may be underestimated. Those students who do not care to read or cannot read well may be overestimated on the test because their score may be high.

According to a survey done by Irvin and Conners (1987) basal readers command a large percent of the reading program in middle schools. Many teachers and researchers are advocating moving away from basal readers for reasons previously stated. Many approaches incorporating reading and writing are being advocated. One trend is the whole language approach. This approach is based on the premise that students read best what they themselves choose to read. Good teachers find their inherent interests and match stories with those interests. The whole language approach stresses the need for the learner to make choices and to feel ownership and power in their reading and writing (Goodman, 1987).

Manning (1979) discouraged the use of a basal reader series as inappropriate for accelerated readers in the middle school but stated that an individualized reading approach is good for on grade level and accelerated readers in the middle school due to the fact that motivation is

high and growth in reading is thus facilitated. Individualized reading consists of two important aspects that make it highly conducive to middle school learners. One aspect is that the student is allowed to set his own "independent pace and sequence for reading instruction" and he is allowed to select reading materials of his choice (Lapp and Flood, 1983).

In a survey of middle school students by Heathington (1979) one of the concerns expressed by those students was that they wanted to select their books. They felt that they had been overexposed to basals. Rader(1987) reported that studies done by Vito and Seeber show conclusively that individualized programs were favored by high margins. The two researchers did a recent survey using trade books in individualized programs. Trade books are defined as those of more accepted literary value than basals. The results showed that those using trade books made higher gains than those using a basal reader and those using trade books showed significant increase in interest in reading. Teachers reported less work involved in individualized instruction.

Other programs using trade books involve those books considered classics. One teacher began using classics as a spare time project, reading aloud when

there was time left over. The end result was a class who produced Shakespeare as an end-of-year project. Dakos (1984) suggested that real literature comes from real life and students can respond to those experiences. One feels that an ideal program would be woven around books with skills and group work intertwined with the books that the students were reading. The ultimate goal would be for students to think of books as friends to guide, support and inspire them.

Another concept is using novels in place of basals. The novels would be the core of the program and the class could read in a variety of ways, for example, silently alone, with a buddy, or the teacher could read aloud. A teacher who has used this method taught vocabulary and comprehension from the novels. The teacher wrote and made up skill sheets dealing with characters and incidents from the novels, and found that students learned to enjoy literature (Brosnahan, 1988).

Boyles (1988) used a program called a "new improved critical reading". In this approach the teacher used classics to teach critical reading skills. The basis for this approach is that students cannot move to higher level thinking skills without viewing things from different perspectives which isolated tasks from basals

will not allow. A variation on this approach is using a theumatic unit. After an introduction, the students choose one of five novels to read and use study material based on Bloom's Taxonomy (Blair-Broeker, 1980).

An integral part of the individualized approach is the use of reading conferences. In the conference the teacher can receive a picture of the student's growth and changing needs. The conference can also be a time to check for mastery of skills and comprehension. The teacher can check for interest and recommend other books (Davidson, 1986).

Bell (1981) advocated an individualized reading approach for middle school students with the following components: 1) self-selection of books 2) teacher/ student conferences 3) grouping for needs and interests. The middle school student has characteristics that differentiate him from students in grades one to four and from high school students. Middle school students are changing physically, emotionally, socially,and intellectually. Their concerns need to be considered in planning a reading program that will motivate them. In a study done by Heathington (1979) students expressed a desire for more time to read, time to read without interruptions, books to read on the topics they like such as science

fiction, sports, funny or humorous books, tender books and books about teenage problems. They also expressed a desire to select their own books rather than using a basal series.

The strategy chosen by the author utilized an individualized approach. This approach was chosen because the author felt that it would be the best one to meet the needs of the middle school reader. The core of the program was the use of novels selected with the particular interests of adolescents in mind. This approach was in direct contrast to the basal reading series approach which was being used at the time by all seventh and eighth grade reading classes. The program was implemented in two classes containing a total of 64 students. The classes selected were the developmental and accelerated classes. If the program proved to be successful, the author would revise it for possible use with the corrective and remedial students.

A pretest-post test design was used to measure gain in mastery of critical reading skills. The instrument used came from materials used to prepare students for the Iowa Tests of Basic Skills. The test contained reading passages followed by questions related to critical reading skills.

The reading material used in the program consisted of novels. Twenty titles were selected centering around teenage problems, science fiction, adventure stories, and classics. Books were obtained from libraries and paperback copies were purchased. Materials containing skills were purchased for each book. The skills focused on critical reading.

A management system was formulated to allow for individual progress and for student/teacher conferences. At these conferences students were to discuss problems that they were having with skills, comprehension at all levels of Blooms's Taxonomy would be checked and time for sharing ideas about the book would be provided . Four conference times were built into the management system with opportunity for others as desired by the teacher and/or the student.

Grades were to be given at each conference and when the book was completed. All skill sheets were to be checked and evaluated. A final test on the book was to be scored. The student with the teacher as advisor would decide on a project on each book completed for enrichment purposes.

The use of the novels would be supplemented by direct teacher instruction of critical reading skills. Multiple individual materials were to be used. These

materials were to include Science Research Laboraties, Reading for Understaning kits, Specific Skills sets, and McGraw Hill's New Practice Readers.

At the end of ten weeks the post test was to be given. The scores were to be compared to the pretest. The amount of improvement was to be determined and recommendations for further use would be made.

This method was selected because of the particular needs of students of this age group. It would allow for self-selection of books, for self-pacing in reading rate, and for uninterrupted time to read. Skills were to be directed to the higher level critical reading skills to meet the needs of this particular seventh grade reading class.

CHAPTER III

Method

Discussion of the new program and approval to implement the program was attained from the principal. The assistant principal was apprised of the implementation, also. The reading consultant was contacted for the purpose of advice and help during the ongoing project.

The pretest was administered to the students prior to the implementation of the program. A list of titles was chosen and ordered (Appendix A). A management system was designed including a step by step guide for the teacher to initial upon completion of each step (Appendix B:1), a reading guide for each book for the purpose of recording scores and skills needed (AppendixB:2) and a cumulative reading sheet for recording total number of books read (Appendix B:3).

The project was implemented for a ten week period. The first week was an orientation week for the components of the program. During weeks two-ten Mondays were designated for direct teacher instruction of a specific reading skill. Tuesdays, Wednesdays, and Thursdays were devoted to uninterrupted reading of the novels, working on skill

sheets related to the novel that the student had chosen and conferencing between teacher and student. Fridays were used for independent work on critical reading skills from other sources such as reading kits. The skills assigned were determined from scores on skills assessment tests and differed from student to student.

An interest inventory was given to each student prior to implementation. The Sucher Allred reading inventory was used for estimating reading level of each student. Informal reading inventories were used in cases where the reading level was uncertain and for new students. Throughout the ten week period the teacher kept notes on individuals regarding problem areas in critical reading skills, time required to complete a book, and difficulties encountered in conferencing.

When the program was implemented, the author used two days as an orientation to the program. During this time the students were introduced to the novels, the management system, and the concept of independent self-pacing. After the orientation period, the students were directed to choose their first novel and receive an activity packet. Some sheets were to be completed prior to beginning to read the book, some were to be completed during the reading of the novel, and some were to be

completed after the reading of the novel. After completing the sheets which were indicated to be done before reading the novel, the students began reading their books. Reading days were very relaxed. Students read sitting in chairs and on the carpeted floor. The only stipulation was that the time be used for reading. At the end of each period the student placed all materials in his individual folder and recorded the day's progress on a calendar kept in the folder.

This program continued for ten weeks. After five weeks the author reviewed notes to determine if students were staying on task. Average number of pages being read were calculated. Folders were checked to see what progress was being made in completion of skill sheets. At this point the teacher could predict an approximate time for each student to complete a book. If some students were not achieving up to their ability, the teacher conferenced with the student to determine the areas of difficulty. The teacher slso assessed the program and made adjustments that needed to be made. One adjustment was to change the number of conferences from four to three. This was changed because the time involved in each conference was more than anticipated. The other change was permitting the students to check their own practice skill sheets to allow for immediate reinforcement.

CHAPTER IV

Results

On the pretest of students' critical reading skills 51 percent of the students' scores indicated an inadequate knowledge of critical reading skills and another 26 percent of the students' scores met only the 70 percent minimum score. There were only 23 percent of the students whose scores indicated an adequate knowledge of critical reading skills. A discrepancy of 74 percent of the students with inadequate critical reading skills existed. A need for a curriculum change in reading was acknowledged by the author. An individualized approach to reading using novels as reading material and emphasising critical reading skills was formulated and implemented.

The reaction of the students to the new program was excellent. Their greater interest in reading was immediately noticeable and was sustained throughout the ten week period. They were allowed to read three days uninterrupted, but they wanted to read the other two days also. The accelerated students averaged reading twenty pages a day while the developmental students averaged twelve pages a day.

The management system worked well as a record keeping tool requiring little time from the teacher. Allowing the students to check their own skill sheets fulfilled the purposed of freeing the teacher for more important teaching tasks and allowing students to receive immediate reinforcement.

The individual conferences were one of the strongest components of the program. They allowed for student/teacher reaction to the books and for sharing points of interest. They allowed for oral monitoring of skills.

The class sessions on teaching critical reading skills were productive if not the most popular component of the program. Students worked diligently on skills packets geared to novels and on independent skills practice from other sources. Those skills denoted to build reading rate were the most popular.

Scores on the end-of-book were high as well as total scores on complete achievement on skills activity packets. Individual book projects which served as enrichment were developed by the students with suggestions from the teacher if needed. These projects included dioramas, role playing, creative writing, art projects, and research on subjects of interest. Students shared their projects with the entire class at the beginning of

class periods and were received enthusiastically by their peers as evidenced by close attention of the students to presentations.

On the post test given after ten weeks of implementation of the program, 68 percent of the students scored 70 percent or better on the test of critical reading skills. This indicated an increase of nineteen percent. On the test of critical reading skills, 33 percent of the students achieved an adequate score of 80 or better. This was an increase of seven percent. Of the students participating in the program, 70 percent of all students' scores were higher on the post test than on the pretest. Of the the students participating in the program, 100 percent were exposed to critical reading skills.

The results of the post test did not reflect the gains projected by the writer of this paper in the objectives. However, the writer feels that the program was a success. The time limit of project did not allow for adequate exposure to all critical reading skills. If the project had been in effect longer or should continue, the writer feels that the gains would be more significant. The writer observed that student appreciation for reading far exceeded that of the basal reading program.

CHAPTER V

Recommendations

This practicum did not meet the anticipated gains of the pre-stated objectives but the students did make significant gains in knowledge of critical reading skills and further use of the program could be predicted to help students gain more. One of the most successful aspects of the program was that the increase in student appreciation for reading was excellent.

In planning to use the program in the future, the author would implement the use of a class study as an addition using the same format of reading and skills practice geared to the book. This class study format could be adapted for use with corrective and remedial students.

Teachers of reading in middle school grades need to be conscious of the emotional, social, physical, and intellectual changes that adolescents are experiencing. Allowing students to exert some control over their choice of reading material while building skills with a variety of materials and methods is one way of recognizing the particular needs of the adolescent.

References

Bader, Lois. "Trade Books or Basal Readers." Reading Improvement, Spring, 1987, pp. 62-67.

Bell, Louise C. "Individualizing a Middle School Reading Program." Paper presented at International Reading Association, New Orleans, 1981.

Blair-Broeker, Lynn. "The Years Alone: A Reading Comprehension Unit (7-9)." Area Education Agency, Cedar Falls, 1980.

Boyles, Nancy Naumann. "The New Improved Critical Reading." Learning, July/August, 1988, pp. 50-57.

Brosnahan, Ellen. "Reading: A Novel Approach." Learning, April, 1988, pp. 46-48.

Cassidy, Jack. "Basals are Better." Learning, September, 1987, pp.46-48.

Dakos, Kalli. "Introduce Your Class to the Classics." Learning, November/December, 1984, pp.29-34.

Davidson, Judith. "The Personal Way to a Better Reading Program." Learning, April, 1986, pp. 42-45.

"Essential Skills Reading." Kentucky State Department of Education, Frankfort, July, 1984.

"Georgia Criterion Referenced Tests." Georgia State Department of Education, Atlanta, 1988.

Goodman, Kenneth S. "Beyond Basal Readers: Taking Charge of Your Own Teaching." Learning, September, 1987, pp. 63-66.

Heathington, Betty S. "What to do About Reading Motivation in the Middle School." Journal of Reading, May, 1979, pp. 709-713.

Irvin,Judith L. and Neila A Conners. "Reading Instruction in Middle Schools: Results of a U. S. Survey." Journal of Reading, January, 1989, pp. 306-311.

Lapp, Diane and James Flood. Teaching Reading to Every Child. New York: Macmillan, 1983.

Manning, Maryann and Gary L. Murphy. Reading Instruction In the Middle School. Washington D. C. : National Educational Association, 1979.

Miller, Joan S. "Story Structure: A Missing Ingredient in Basal Reader Stories/" Report for William Paterson College, 1986.

Miller, Wilma H. Reading Correction Kit. New York: Center for Applied Research in Education, Inc., 1986.

"New Directions in Reading Instruction." Report to International Reading Association, Newark, 1986.

"Reading Objectives and Measurement Specifications, 1986, Grade 7, Texas Educational Assessment of Minimum Skills", Texas Education Agency, Austin, June, 1985.

"Southern Association of Colleges and Schools, Report, 1987.

Sorenson, Nancy. "Vocabulary Instruction in Basal Reading." Education Digest, March, 1986, pp.54-81.

Tanner, Ron. "Self-Involving Reading in a High-Tech Culture." Paper presented at Midwest Writing Centers, Minnesota, 1987.

Turner, Rebecca. "How the Basals Stack Up." Learning. April, 1988, pp. 62-64.

Appendix A

List of Selected Novels

Appendix A

List of Selected Novels

The Acorn People

And Then There Were None

April Morning

The Good Earth

The Incredible Journey

Island Of The Blue Dolphins

Johnny Tremain

Martian Chronicles

Old Yeller

Roll of Thunder, Hear My Cry

Summer of My German Soldier

Tex

That Was Then, This is Now

Treasure Island

Walkabout

Where the Red Fern Grows

Night

No Promises in the Wind

Dicey's Song

River Ran Out of Eden

Appendix B

Management System

Appendix B:1

Step By Step Guide

Name_____ Book Title_____

_____1. Choose a book and get an activity packet.

_____2. Write the conference times on your reading guide.

_____3. Do the "before " work sheets and read the "during".

_____4. Read the first part of your book and conference with your teacher.

_____5. Read the second part of your book and conference with your teacher.

_____6. Read the third part of your book and conference with your teacher.

_____7. Read the last part of your book and conference with your teacher.

_____8. Complete all worksheets.

_____9. Look over your book and when you are ready, ask your teacher for a book test.

____10. Check all of your work.

____11. Conference with your teacher to choose a book project.

____12. Conference with your teacher to present your project, receive a final grade on your book, and complete the cumulative sheet.

READING ACTIVITY GUIDE

STUDENT NAME _____

BOOK TITLE _____

DATE STARTED ___/___/___ DATE COMPLETED ___/___/___

ACTIVITY SHEET SCORE

1. _____

CHAPTER ___ or PAGE ___ CHAPTER ___ or PAGE ___ CHAPTER ___ or PAGE ___

2. _____

SCORE _____ SCORE _____ SCORE _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. & 10. FINAL TEST _____

PROJECT : _____

FINAL AVG.

NAME _____

Cumulative Reading Sheet

TITLES	PAGES		TIME		SCORE
ACCRA PEOPLE					
AND THEN THERE WERE NONE					
APRIL MORNING					
THE GOOD EARTH					
THE INCREDIBLE JOURNEY					
ISLAND OF THE BLUE DOLPHINS					
JOHNNY TREMAIN					
MARTIAN CHRONICLES					
OLD YELLER					
ROLL OF THUNDER, HEAR MY CRY					
SUMMER OF MY GERMAN SOLDIER					
TEX					
THAT WAS THEN, THIS IS NOW					
TREASURE ISLAND					
WALKABOUT					
WHERE THE RED FERN GROWS					
NIGHT					
NO PROMISES IN THE WIND					
DICEY'S SONG					
RIVER RAN OUT OF EDEN					

Appendix B:3
Cumulative Reading Sheet

DISSEMINATION PACKET

Table of Contents

Annotated Bibliography

Cover Letter

Abstract

Appendices

Appendix A: List of Selected Novels

Appendix B:1 Step by Step Guide

Appendix B:2 Activity Reading Guide

Appendix B:3 Cumulative Reading Sheet

ANNOTATED BIBLIOGRAHPY

Using Literature as a Reading Approach

Bader, Lois. "Trade Books or Basal Readers." Reading Improvement, Spring, 1987, pp. 62-67.

This article included the results of a study which compared the use of an individualized reading program using literature to a program using basal readers. The findings supported the use of children's literature in teaching reading.

Brosnahan, Ellen. "Reading: A Novel Approach." Learning, April, 1988, pp. 40-48.

This article contained a concept of using novels as the basis of a reading program. The teacher involved used several ways of reading novels including reading to the students, having them read to each other and reading independently. Skills were taught and reinforced from tne novels.

Miller, Joan S. "Story Structure: A Missing Ingredient in Basal Reader Series?" Report for William Paterson College, 1986.

This report of a study included the researchers' criticisms of basal readers. It also contained the results of a study comparing students reading literature in the original form and students reading literature revised for a basal reading series. Students preformed better on the more difficult original form than on the basal.

Middle School Reading

Heathington, Betty S. "What to do About Reading Motivation in the Middle School." Journal of Reading, May, 1979, pp. 709-713.

The results of a survey to determine adolescents attitudes toward reading is contained in this article. It addresses key elements to be considered in developing a strategy for motivating teenagers to read.

Manning, Maryann and Gary L. Murphy. Reading Instruction In the Middle School. Washington D. C.: National Educational Association, 1979.

This book describes characteristics of the middle school reader. It deems as inappropriate for accelerated and on grade level readers a basal reading series. An individualized approach is seen as the best approach for this age level.

Teaching Methods

Davidson, Judith. "The Personal way to a Better Reading Program." Learning. April, 1986, pp.42-45.

This article contained comments on the use of reading conferences in a literature program. The results are bolstering personal interaction, helping the teacher develop reading profiles, and keeping track of progress.

Goodman, Kenneth S. "Beyond Basal Readers: Taking Charge Of Your Own Teaching." Learning, September, 1987, pp. 63-66.

In this article the author admonishes teachers to use the approach for reading that works best for them. If that is a basal program or a revised basal program or setting aside the basal completely in favor of using literature books, the important factor is the attitude of the teacher and how comfortable the teacher is with the method being used.

Route 4 Box 250
Cairo, Ga. 31728
June, 1989

To the Alumni of the GEM Program of Nova University:

This practicum contained an individualized reading program using novels as the core of the program for seventh grade accelerated and developmental readers. The novels were chosen as those which would appeal to adolescents. A list appears in Appendix A. A management system was formulated to allow for independent work by the students (Appendix B:1,B:2,B:3). Student/teacher conference times were built into the program. Critical reading skills were taught by a variety of methods and materials. These included teacher instruction, worksheets geared to the individual books, and independent practice using reading kits and other individualized practice material. The gains in critical reading skills were measured by a pretest-post test design. Students showed gains in knowledge of critical reading skills and motivation to read increased even more significantly.

This program could be used as a teaching unit for a specified amount of time. It could also be used as a total reading program for a school year. The same format could be used with a class study of one book. It could also be modified for use with corrective and remedial readers whether as an individual program or as a class study. The skills to be taught would depend on the specific needs of the students involved. The strongest recommendation for the program was the increased student motivation to read.

Sincerely,

Patricia B Orr

Patricia B. Orr

Appendix A

List of Selected Novels

The Acorn People

And Then There Were None

April Morning

The Good Earth

The Incredible Journey

Island of the Blue Dolphins

Johnny Tremain

Martian Chronicles

Old Yeller

Roll of Thunder, Hear my Cry

Summer of my German Soldier

Tex

That was Then, This is Now

Treasure Island

Walkabout

Where the Red Fern Grows

Night

No Promises in the Wind

Dicey's Song

River Ran Out of Eden

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 21,1991